

2008 ADE/CEF Promising Practices Awards

Part I: Cover Sheet

Practice Name Character Counts Raffle
Name of Principal Kathi Humble
Official School Name Sierra Verde
School Mailing Address 7241 W. Rose Garden Ln Tel. (⁶²³) 376-4800 ext. _____
School Website Sierra Verde.dvusd.org
Glendale 85308 Email Address Kathi.humble@sv.dvusd.org
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

Kathi Humble Date 11/13/07
(Principal's signature)

Name of Superintendent Dr. Virginia McElyea
District Name Deer Valley Unified Tel. (⁶²³) 445-5086
District Mailing 20402 N. 15th Ave.
Phoenix 85027 Email Address ^{www.} dvusd.org
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

Virginia B. McElyea Date 11-15-07
(Superintendent's signature)

2008 ADE/CEF Promising Practices Awards

Part II: Background Information

1. Category that best describes the area where the school is located:

- ☐ Urban or large central city ☒ Suburban
☐ Suburban school with characteristics typical of an urban area
☐ Small city or town in a rural area ☐ Rural

2. 5 Number of years the principal has been in her/his position at this school.

 If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

Pre-K <u>103</u>	5th <u>104</u>	10th <u> </u>
1st <u>88</u>	6th <u>106</u>	11th <u> </u>
2nd <u>70</u>	7th <u>94</u>	12th <u> </u>
3rd <u>79</u>	8th <u>113</u>	
4th <u>108</u>	9th <u> </u>	TOTAL: <u> </u>

4. Limited English proficient students in the school: 2 % 19 Total Number

Number of languages represented: 12 Specify languages:

5. Students who participate in free/reduced-priced meals: 8 % 69 Total Number

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

What is the practice and how have you implemented it in your school or district?

School Wide Character Counts Raffle

Sierra Verde School is currently building a school-wide Character Counts program to serve all our students, pre-school through eighth grade. This school year we have used our Character Counts committee to develop varying activities that are age appropriate. The committee has stressed the importance of choosing activities, assemblies, and materials that are motivating to each age group. We wanted to require our older students to think and act at deeper levels and internalize the pillars of characters. We have been successful at differentiating for all ages on our campus, yet we still wanted an activity that would unite the campus and recognize good character across our campus. Therefore, we have designed and implemented the Character Counts Weekly Raffle. All adults on our campus are supplied with raffle tickets. As they observe a student exhibiting character above and beyond the expectations, they reward the student with a ticket and specifically tell them the pillar they were exhibiting and why. The student takes the ticket, writes their name, teacher's name and the pillar on the back and deposits it in a collection bin. Every classroom on campus has committed to having a collection bin for tickets. Each Thursday, teachers draw two names from their classroom and send those tickets to the office. Every Friday, five names are pulled by the Assistant Principal. These students are announced during morning announcements and come to the office to talk with the administrators about the reason they received the ticket. Sierra Verde School has partnered with Chick-Fil-A restaurant to provide the winners a food incentive coupon that states: Exhibiting Character at Sierra Verde! The students also receive a

prize that they choose. Each parent is notified by phone that their child won the Character Counts Raffle.

How does the specific practice contribute to character development?

The key component with this promising practice is the adult feedback to the students. As adults give out the tickets, they are very specific with the reasons for rewarding the ticket. If the student is chosen as a weekly winner, they come to the office and share their story with the other winners and the administrators. As students share their individual stories, they receive praise and acknowledgement. This information is also passed along to their parents with the hope that student will hear the same acknowledgement at home.

What impact is the practice having on students in your school or district?

Although we do not have any formal data to track the progress of our promising practice, our school views this practice as successfully accomplishing two things. First, it is evident that the students are becoming more familiar with the terminology because they are required to discuss their stories using the words of character. Our school believes that the more the language of Character Counts is heard and used, the better the chance of it being internalized by our students. The second piece of informal tracking is feedback from parents. To date, we have contacted thirty families to share the news that their child has won the Character Raffle. Parents have expressed that they appreciate the positive contact and this has been very valuable in furthering the program. Parents have even said that they are using the pillars for discussions in their families. Sierra Verde knows that Character Counts is not just a program; it is a way of thinking and being. We appreciate this opportunity to share our promising practice and look forward to hearing from you.